

## Let's Take a Career Prep Excursion

**Career Preparation**

An adventure every student should have  
for a career by choice, not by chance.

**1-866-MY GOALS**

Call toll free today!

Michigan Department of Career Development

### Career preparation an adventure? You bet!

A ride on the new Millennium Force roller coaster at Cedar Point is certainly exhilarating, but it can't match the boundless energy that can go into career planning.

That's the message of the Michigan Department of Career Development, which has put up billboards (such as the one above) and placed public service announcements on television to inspire students, parents, educators, and employers to embrace

career preparation. Those who call the toll-free number (1-866-MY-GOALS) can request written literature or talk with a career prep specialist.

The advertising campaign, which began in August, will continue through the month of October. The billboards have been placed in Grand Rapids, Lansing, Jackson, and Southeast Michigan. The TV PSAs can be seen in the Lansing-Jackson, Southeast Michigan, and Kalamazoo-Muskegon markets.

"Our goal, through this campaign and an extensive range of other activities, is to ensure that career preparation becomes a part of every student's educational experience," said Dr. Barbara Bolin, MDCD director.

"With parents, educators, and employers as our partners, we want to encourage career awareness, exploration, and decision making so that young people have an early start on planning their future," she said.

Please see pp. 4-5 for more on career preparation.

## Work Keys Centers to Open

The Michigan Department of Career Development (MDCD) has announced Michigan's network of 34 Work Keys Service Centers. These centers will provide Work Keys job profiling, consulting, and assessment services. The first of the new centers will open as early as January 2001.

All 28 of Michigan's community colleges, five intermediate school districts (Kent, Ottawa, Lenawee, Ingham, and Nwaygo), and the Saginaw Area Career Complex, funded by the Saginaw Public Schools, will participate.

All have applied for and received a grant of \$15,000 from MDCD to offset specific first-year costs: equipment, center licensing, and training of two individuals as Work Keys profilers.

MDCD will sponsor seminars throughout the fall and winter to assist Work Keys Service Center

personnel in sales, marketing, and Equal Employment Opportunity and Americans with Disabilities Act compliance.

The Work Keys assessment system was developed nine years ago by ACT as a predictor of success in postsecondary education and employment. Work Keys assessments cover eight skill areas considered crucial for employability. Job profiling, another critical component of Work Keys, allows an employer to determine the skills needed for a position.

Michigan's Work Keys Service Centers will provide valuable services to employers, students, workers, and educators. Currently, Michigan is the only state to use Work Keys as part of a scholarship program. For details on Work Keys assessments as a part of the Michigan Merit Award, see the Web site at [www.MeritAward.state.mi.us](http://www.MeritAward.state.mi.us).

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# The Director's Column

**A**s we start our second full year of activities, the team at the Michigan Department of Career Development (MDCD) is excited at the progress we have made and by the prospect of new initiatives ahead. The summer was busy as we prepared for the commencement of Operation Fast Break.

Two Fast Break sites became fully operational by the middle of September, and we are looking at ways to expand the program. This new way of giving people a basic level of technological literacy to prepare them for employment or community college work is creating a great deal of interest. Groups responsible for adult education, public school personnel, remedial education specialists, and legislators are eager to see the results of this new type of instruction.

**"There is a great deal of interest nationally in the work that has been done by Michigan's Workforce Development Boards and Education Advisory Groups to develop community-wide strategic and operational plans."**

— Barbara Bolin, MDCD Director

The big news of the summer was the completion of environmental scans in each of the 25 workforce regions. It has been most gratifying to see how the regions have responded to the challenge and how successful they have been. The MDCD team is now reading the scans and community report cards, and we hope to report back to each Workforce Development Board very quickly.

While the data collection has been impressive, the most obvious challenge ahead is in the analysis of that data. The MDCD team is ready to provide technical assistance to regions where help is needed. The next exciting phase is the development of community-wide strategic goals and objectives.

Over the last year, MDCD has contracted for the development or improvement of several electronic systems. The Career Guidance Counseling System (CGCS), under development by Michigan Virtual University, is an impressive and unique approach to on-line counseling that includes many familiar tools and some new ones.

On September 19, a Day of Dialogue for professional career guidance counselors was held at the Kellogg Center in East Lansing. Because we recognize that a Lansing-area location is convenient for most in the state but is problematic for some—particularly those in the Upper Peninsula—we videotaped the day. The video is available through the Michigan Center for Career and Technical Education (MCCTE) on the Michigan State University campus. Please call 1-800-292-1606 for a copy.

As for many of my colleagues in career development, my calendar for the fall is very full. I am scheduled to continue meeting with groups around the state, to meet with legislators, to attend conferences, and, through presentations, to discuss the extraordinary progress we are making in Michigan.

Recently, I presented on the empowerment of workforce development boards to the Interstate Conference of Employment Security Agencies in Salt Lake City. There is a great deal of interest nationally in the work that has been done by Michigan's Workforce Development Boards (WDBs) and Education Advisory Groups (EAGs) to develop community-wide strategic and operational plans.

I am most pleased that Ingham Intermediate School District is now running the "If I Had a Hammer" program.



Dr. Barbara Bolin, MDCD Director

This hands-on, one-day event that allows fifth graders to construct a small house while learning to appreciate the applications of mathematics, science, art, and geography is exciting and fun. Curriculum materials are available for teachers to use as a follow-up to the day of construction. For more details, call Bob Thelen, career planning and placement director for Ingham ISD, at (517) 676-1051.

Plans for the 2001 Governor's Conference on Career Development in Grand Rapids are well underway. (I have streamlined the title of the conference to better reflect the many partners in the career development system. It is also easier to say!) The conference, scheduled for February 4-6, promises to be as interesting and exciting as last year's when attendance exceeded 1,200.

I am looking forward to my second autumn in Michigan and to the many activities that are planned. It is always stimulating, rewarding, and encouraging to meet my colleagues in the field and to see the progress we are making. Wherever you are in the state and whatever constituency you represent, I hope to see you soon.

*Barbara Bolin*

**F**or the ninth year in a row, the "Follow the Sun" Job Fair, held September 19–21, has made it possible for Mackinac Island summer employees to secure winter resort jobs as far away as California and Florida without ever leaving the Island. The annual event is sponsored by the Employment Service Agency (ESA) of the Michigan Department of Career Development.

Mackinac Island workers used to be on their own to get the next job to carry them through the winter. But as the Island closes down its season, the job fair brings in 15 employers from the hospitality industry eager to hire the experienced workers for the winter season.

The employers include well-known out-of-state resorts such as Vail and Northstar-at-Tahoe as

well as exclusive, private ones like the Ocean Reef Club of Key Largo. For those wishing to stay closer to home, Michigan's Grand Traverse Resort and Boyne USA hire hundreds of workers for the ski season. The job openings include receptionists, hosts/hostesses, chefs, pastry chefs, cooks, dishwashers, waitstaff, hotel desk clerks, housekeepers, laundry workers, maintenance staff, and supervisors.

Participating employers pay \$125 each to defray job fair-related costs. They are willing to travel long distances to attend because they say they are impressed with the quality of workers Mackinac Island has to offer. The employers cite their good work ethic and high skill levels—a reflection of the fine quality of training provided by Mackinac resorts. Typically, more than 100 job offers are made to participants

during the Follow the Sun Job Fair.

The Mackinac Island hotel, restaurant, and retail employers cooperate to make the event a success by posting notices, encouraging employees to attend, and adjusting work schedules so all can participate. If workers secure new jobs, Island employers do not have to pay unemployment costs, and they get back workers for the next summer season who have increased skills and experience.

For more information about this annual event, contact Pat Sawicki at (313) 876-5450, [sawickip@esa.state.mi.us](mailto:sawickip@esa.state.mi.us), or Barb Schulz at (517) 241-8221, [schulzb@state.mi.us](mailto:schulzb@state.mi.us)



## Work First Youth Program Delivers Career Direction

### "What did you do during your summer vacation?"

CeCilia Juarez-Mims, who will be a junior at Saginaw Arthur Hill High School this fall, answered, "I participated in the Work First Youth Program."

The Work First Youth Program provides educational and employment services for youth, ages 14 through 19, who are members of a family receiving a Family Independence Program (FIP) cash grant, and also to youth residing in foster homes.

Youth who participated in this voluntary program this past summer were provided with occupational skills training and experience in career planning while enhancing their academic skills.

One goal of the program was to help young people who needed assistance with the

"basics," such as reading and math. Participants were tested on the reading and math skills component of the Work Keys assessment system. This information was then used to develop an Individual Service Strategy for each participant.

Services provided included unsubsidized employment, basic and remedial education, pre-employment/work maturity skills, classroom training, on-the-job training, work experience, job search assistance, and employment development services.

In Saginaw County, the Work First Youth Program emphasized academic training in conjunction with actual work experience, career planning, and job search activities. CeCilia was involved in a work experience at the Saginaw City Clerk's Office. Her duties included answering the phone, filing, and taking complaints.

She said the program helped her to develop her people skills and communication skills, learn how to work with different people, and be more aware of the things that she does.

CeCilia said the program gives young people direction regarding their career goals, and that she would recommend the program to other kids. "Everyone needs work skills. By having more options in this program, you learn more than you would working at McDonald's."

The 25 Michigan Works! agencies administered the Work First Youth Program this past summer. The Welfare Reform Division, Office of Workforce Development, Michigan Department of Career Development, oversees the program. For further information, contact the Welfare Reform Division at (517) 335-5858.



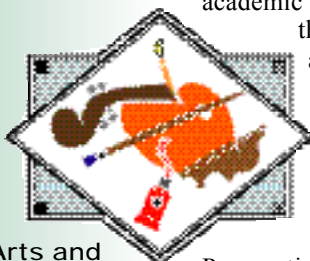
# Here's a Primer on Career Preparation

**C**areer Preparation—helping young people get an early start on planning their future—is one of the Michigan Department of Career Development's major initiatives for the 2000–2001 academic and fiscal year. See the questions and answers below for a handy primer on this statewide effort.

## **What Is Career Preparation?**

Michigan's Career Preparation System is designed to give all students a jump-start on their futures by providing them with opportunities to explore a variety of careers throughout their K–12 education and beyond. This is accomplished through a number of strategies, including integrated instruction that emphasizes the application of academics to the world of work.

Ideally, career preparation begins in elementary school. It continues through the middle grades, high school, and technical school or college by providing students with strategies to help develop their academic, technical, and employability skills. Michigan's Career Preparation System was created through amendments to the FY 1997–98 School Aid Act and a 1997 Executive Order.



Arts and Communication



Business, Management, Marketing and Technology



Natural Resources and Agriscience

## **Why Do We Need a Career Preparation System?**

Massive technological changes taking place in all areas of employment present new challenges to those seeking interesting careers. No longer can young people completing a four-year college degree be assured of employment unless they have the knowledge and skills to meet an employer's needs. Further, the need for unskilled labor continues to decrease. Having the right preparation for a career of choice is critical.

## **What Are the Goals of the Career Preparation System?**

The four basic goals are to: (1) expand the educational choices available to students and parents, (2) ensure that career preparation is an integral part of Michigan's educational system, (3) increase the involvement of the private sector and other community organizations in the Career Preparation System, and (4) establish system standards and accountability statewide to ensure consistent high quality.

## **What is the Role of Educators in Career Preparation?**

Educators can help students see the connection between various careers and the knowledge and skills they gain in the classroom by integrating real-world examples into their teaching. Providing field trips, speakers, tours, and similar experiences also helps students explore careers.

## **What Can Parents Do to Encourage their Children in Career Planning?**

Parents should talk with their children about favorite school subjects, hobbies, and after-school activities and how these relate to careers. They can encourage their children's school to provide real-work experiences through mentoring, work experience, field trips, and speakers. Parents can also visit job fairs, open houses, and other career-oriented events with their children and provide a positive role model by sharing their own career experiences.

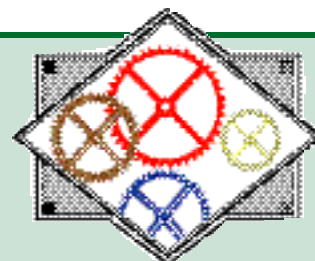
## **How Can Businesses Become Involved in Career Preparation?**

Michigan's Career Preparation System supports collaboration between educators and business/industry. These partnerships open new doors to work-based learning experiences such as job shadowing, tours, non-paid work experiences, school-to-registered apprenticeships, and teacher/counselor internships in business/industry. Employers are also asked to assist educators in assessing student performance and evaluating programs through peer review committees.

## **Where Can I Obtain More Information about Career Preparation?**

Call the Michigan Department of Career Development's toll-free numbers, 1-866-MY-GOALS or 1-888-605-6722 (TTY).

The icons gracing these two pages are the official logos for Michigan's six Career Pathways. It's never too early to learn about careers, and these visual representations can help everyone, from elementary school students to adults, become better acquainted with these broad groupings of careers.



Engineering/Manufacturing and Industrial Technology

**T**he “flagship” in Michigan’s Career Preparation System is Career Pathways, a strategy to help students navigate their way among the thousands of different occupations available to them.

Career Pathways are broad groupings of careers that share similar characteristics and whose employment requirements call for many common interests, strengths, and competencies. These groupings help students see the relevance between their selected school courses, interests, and abilities and their future goals.

### The six Career Pathways are:

**Arts & Communications**, with careers related to the humanities and the performing, visual, literary, and media arts

**Business, Management, Marketing, and Technology**, with careers in business, including accounting, business administration, finance, information processing, and marketing

**Engineering/Manufacturing and Industrial Technology**, with careers related to technologies necessary to design,

develop, install, or maintain physical systems

**Health Sciences**, with careers related to the promotion of health as well as the treatment of injuries and disease

**Human Services**, with careers in child care, civil service, education, hospitality, and the social services

**Natural Resources and Agriscience**, with careers related to natural resources, agriculture, and the environment

Examples of specific careers are given for each Career Pathway as well as level of education required, relevant courses in school, fast-growing occupations in the pathway, and personal characteristics related to success.

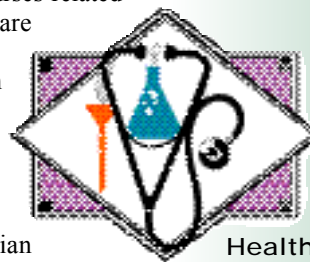
Using Health Sciences as an example, let’s take a look at how information provided for this pathway helps students match their interests and abilities:

Some examples of careers listed are dentist and physician, each requiring a graduate degree; physical therapist, requiring an undergraduate degree; and dental hygienist,

veterinary technician, and respiratory therapist, each requiring one to two years of education past high school.

Examples of courses related to Health Sciences are biology, chemistry, nutrition, and health education.

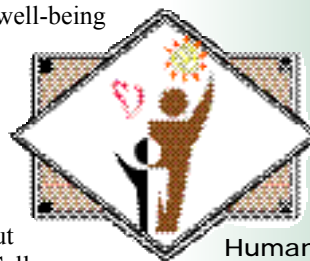
Two of the fastest growing occupations in this pathway are physician assistant, and home health care aide.



Health Sciences

What are some personal characteristics related to this pathway? An individual well suited for Health Sciences would likely be interested in health issues, be at ease working with people, have an interest in how the body works, and care about the well-being of people and animals.

Students, parents, educators, and employers can all benefit from knowing more about Career Pathways. Call MDCD’s toll-free numbers, 1-866-MY-GOALS or 1-888-605-6722 (TTY), for more information.



Human Services

## Career Pathways in Action

The Capital Area Michigan Works! Career Connections Advisory Group is taking Career Pathways into the homes of Greater Lansing-area residents. Literally!

At a news conference held September 6 in Lansing, Career Connections members announced that a full page of information about Career Pathways will be published every Wednesday for 36 weeks in the *Lansing State Journal* to help students connect the real world with what they learn in school.

Each week, a worker in a specific career will be featured, along with tips on how to explore

related careers and opportunities. Information will also show parents how to help their children connect their interests with a career path.

“Questions such as ‘Does my child have career ideas?’ and ‘What are the educational options?’ need to be asked at the dinner table,” said Doug Stites, chief executive officer of Capital Area Michigan Works!

With a \$750,000 grant from the Michigan Department of Career Development, the advisory group will also attempt to get all 25 school districts in Ingham, Eaton, and Clinton counties involved in Career Pathways.

Sponsors for the *State Journal* section are Capital Area Michigan Works!, EDS, Lansing Community College, Lansing Regional Chamber of Commerce, UAW, General Motors, Clinton County Regional Education Service Area, Eaton Intermediate School District, City of Lansing Economic Development Corporation, and Ingham Intermediate School District (MOIS).

NOTE: *Michigan Works! Service Centers are encouraged to submit articles to CareerWise about their activities in the community. Please e-mail to [estellL@state.mi.us](mailto:estellL@state.mi.us).*

# Workforce Investment Act Explained



**What's this new acronym I've been hearing about called WIA?**

"Oh, you're referring to the new federal Workforce Investment Act, or WIA for short."

**Can you give me a brief explanation that isn't full of bureaucratic jargon?**

"Sure. WIA replaces the federal Job Training Partnership Act—you know, JTPA. WIA is designed to make it easier for people to receive the career education and job training assistance they need and for businesses to find skilled workers."

**Why is WIA in the news so much lately?**

"Well, July 1 marked the official implementation of WIA. By the way, Michigan was one of the first states ready to fully implement WIA."

**What are some of the differences between WIA and JTPA?**

"For starters, one of the biggest changes required of states under WIA is the establishment of local Workforce Development Boards and a 'one-stop center' delivery system for services. Another major change under WIA is no eligibility requirement for adults to access core services. These include job search and placement assistance, labor market information, self-directed initial assessment of skills and needs, and information about available services. Under JTPA, adults generally had to be considered economically disadvantaged to qualify for core services."

**What about improved services for youths?**

"I was getting to that. JTPA funded a short-term summer youth employment program. WIA provides for an expanded year-round program intended to

help prepare young people for postsecondary education or for work. The program can include tutoring, training, and instruction; paid and unpaid work experience; and guidance and counseling."

**Is there a written plan that spells out how Michigan will implement WIA?**

"Yes. The plan is a comprehensive document describing how Michigan will implement the act over the next five years. Among other things, it contains the funding formula allocations to the local Workforce Development Boards and the performance levels for the Adult, Youth, and Dislocated Worker programs that were negotiated with the U.S. Department of Labor. For easy access, the plan has been posted on the Michigan Department of Career Development's Web site, [www.MDCD.org](http://www.MDCD.org)."

**Guess I'd better start reading.**

## Initiative Works Toward Degree Parity

The Michigan Department of Career Development is pleased to be the host department for the Martin Luther King, Jr.-Cesar Chavez-Rosa Parks Initiative, which works with Michigan's postsecondary institutions to achieve parity in the number of bachelor's degrees awarded to students traditionally underrepresented in higher education.

Since the program began in 1987, there has been a 72.4 percent increase in the number of bachelor's degrees granted to underrepresented students by Michigan's public universities.

The Initiative introduces secondary students and their parents to university campuses through the **College Day Program**. Students in the program are provided with college preparatory information, knowledge, and skills while on a university campus. Each of Michigan's 15 public universities participates.

The **College Day Program** targets all students in the state's 30 K-12 school districts with the greatest number of academically and economically disadvantaged pre-college students.

The King-Chavez-Parks Initiative then supports these students through a number of programs leading to a baccalaureate degree. Five strategies are used to achieve this goal:

**The Select Student Support Services Program**, which provides seed money to universities for developing retention programs for academically and economically disadvantaged students;

**The Morris Hood, Jr., Educator Development Program**, whose purpose is to increase the number of minority students who enroll in and complete K-12 teacher education;

**The Michigan College/University Partnership Program**, a

competitive grant program that funds pilot transfer programs between community colleges and universities;

**The Future Faculty Program**, which supports the development of a diverse faculty pool for Michigan's postsecondary system; and

**The Visiting Professors Program**, which assists universities in exposing students to a diversity of scholars.

The King-Chavez-Parks Initiative is expanding its focus through partnerships involving retired General Colin Powell's America's Promise through the Michigan Public Service Commission, the Commission on Spanish Speaking Affairs, and various other civic and business organizations.

For more information, contact Rudy C. Redmond at (517) 335-5950; [redmondc@state.mi.us](mailto:redmondc@state.mi.us).



**E**xceptional service to Michigan veterans has earned American Legion awards for two Michigan Department of Career Development (MDCD) veterans employment specialists.

A Saginaw employer has also won an American Legion award, and the VA Medical Center in Saginaw has won both state and national Disabled American Veterans (DAV) awards for hiring large numbers of veterans.

Ronald Knapp won the American Legion National Economic Commission's Local Veterans Employment Representative award for Michigan, while Jeff Eagle won the Commission's Disabled Veterans Outreach Program Specialist award for Michigan.

Knapp works in the Northwest Michigan Works! Service Center in Petoskey, and Eagle works in the Midland Michigan Works! Service Center. Both men received their awards July 22 at the American Legion, Department of Michigan, convention in Lansing.

United Parcel Service of Saginaw received the

Large Employer of the Year awards at the DAV's August 19 Las Vegas convention.

Knapp, who has helped find thousands of jobs for veterans during his 23 years with the state, served in the Army and is a disabled Vietnam veteran. Eagle also is an Army veteran who has worked for the state for 10 years and helped more than 300 veterans find jobs in the past year alone.

To be eligible for an American Legion Large Employer of the Year Award for Michigan, an employer has to be in the private sector, in business for at least five years, and have a workforce that is comprised of at least 10 percent veterans, but not restricted to veterans only. Talmadge Battle, with United Parcel Service of Saginaw, said he has hired many veterans over the past several years. "They make good employees based on the fact that they have a lot of discipline and leadership."

Michael Knutson, with the VA Medical Center in Saginaw, said, "It's a privilege to be able to hire veterans."



(Left to right): Richard Kryza, Michigan American Legion, Jeff Eagle, Talmadge Battle, Ron Knapp, and James Hubbard, National American Legion

American Legion National Economic Commission's Large Employer of the Year award for Michigan. The VA Medical Center in Saginaw received the Disabled American Veterans state and national

## Detroit School to Pilot Career Cluster

Davis Aerospace Technical High School in Detroit is one of nine sites in the nation to receive a \$15,000 federal grant to pilot test a new career cluster program. A career cluster is a grouping of occupations from the most basic to the most advanced that are related to a particular industry.

The funds from the U.S. Department of Education will help Davis staff and students develop and test instructional and assessment materials to be used by students preparing for a career in the transportation, distribution, and logistics sector. This is a large and growing sector of the nation's economy that employs more than 10 million people and

represents more than 11 percent of the gross national product.

"There are many jobs available in this sector, and the transportation industry is very important to Michigan's manufacturers," said Dr. Barbara Bolin, director of the Michigan Department of Career Development. "It's exciting that Davis Aerospace Technical High School has been selected. The staff and students there can play an important role in developing a curriculum that will help lead many young people to great jobs and careers."

Career opportunities in the transportation, distribution, and logistics sector include transportation infrastructure plan-

ning, logistics planning and management, emergency management services, and environmental management, transportation infrastructure management and operation, transportation/distribution facility maintenance, transportation/mobile equipment design, development and operation, customer sales and service, and material movement and handling.



Front row (l. to r.): Cheryl Smith, Kimberly Cunningham, Dr. Naomi Bryson, Nelville Archer, Sr.  
Back row (l. to r.): Nathaniel O'Neal, Judy Jones, Evelyn Mann, Derek Davis

# The Internship Experience: Linking the University to the Workplace —By Yeon Min, Ph.D.

**T**he Michigan Center for Career and Technical Education (MCCTE) at

Michigan State University has completed an exploratory study of the internship programs at Michigan's 15 public universities. Ann Allen, Gloria Kielbaso, and John Dirkx were the principal investigators.

Conducted at the request of the Michigan Economic Development Corporation, the study examined how internships and cooperative education experiences are organized on university campuses, including how employers and students access these work-based learning opportunities.

The study also examined the number of students who engage in internships and cooperative education experiences, including the number of students who take positions out of state. Finally, the study addressed issues faced by employers, students, and university personnel when filling these types of work-based learning positions.

Findings from the study show a variety of organizational patterns for providing internships and cooperative education at the 15 universities. The patterns of organization are broadly grouped into four categories: centralized for both

internships and cooperative education (three schools), centralized for cooperative education only (two schools), partially centralized (three schools), and decentralized (seven schools).

The organizational patterns determine whether a student or employer accesses the system through a central office such as career services or through individual university departments. The design of the system was found to play a role in data collection and reporting methods. The study also identified differences in definitions of terminology among universities as well as differences in criteria for experiences, distribution of credit and pay for work-based learning experiences, and reporting requirements of students and employers.

In most cases, there was no centralized database to keep track of all students who participate in work-based learning experiences. However, estimates from university personnel indicate 30 to 60 percent of university students participate in some kind of work-based learning experience during their college career. The majority of students choose experiences in Michigan. Only one university reported that a large majority of its students engage in experiences outside the state.

Findings from this study indicate recommendations for improving coordination and communication of internship and cooperative education programs within Michigan's university system. These recommendations are:

- 1) Development of centralized databases at individual universities to provide the information needed to monitor program development,
- 2) Placement of work-based learning coordinators across university campuses to meet the needs of individual departments while maintaining a better network for communication and coordination,
- 3) Facilitation of forums to strengthen relationships among faculty and employers,
- 4) Development of information materials to communicate program criteria, expectations, and access information to students, and distribution of information to all students through university Web sites, and
- 5) Development of information materials to communicate program criteria, expectations, and access information to employers and university personnel.

To further understand the issues uncovered in this study, more research is required.

## MCCTE Staff Listing

John Dirkx, Co-Director  
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Dave Bolig, Information Specialist  
Lisa Haston, Tech Prep Resource Coordinator  
Tony Bright, Career Preparation/Tech Prep Assistant

## New Vocational Education Web Site Unveiled

The U.S. Department of Education's National Center for Educational Statistics (NCES) has launched a new Web site called "Data on Vocational Education," or DOVE.

The DOVE system features high school transcript survey data showing the number of vocational students in the nation's high schools and how many vocational education credits they are earning. DOVE also uses data from NCES studies to examine the economic effects of participation in vocational education.

For more information on DOVE, contact Lisa Hudson, NCES, 1990 K Street, N.W., Washington, D.C. 20006; (202) 502-7358. Or visit <http://nces.ed.gov/surveys/dove/>.



# Understanding Differential Styles of Work

—By Tony Bright

MCCTE

If you gave three individuals the same job to do, you would probably find that each one had his or her own way of doing it, even though the steps or process involved required a particular sequence.

Individual workers maintain their own individuality by performing a job their own way. They develop such styling, in most cases, informally and unconsciously. Many techniques have been developed to provide valuable information about work behavior. One such technique is styling or mapping.

A “style” can be defined as the way an individual receives, separates, and analyzes information to carry out specific types of behaviors, or the way a person chooses to apply knowledge, skills, and judgments to real-world situations.

“Work,” on the other hand, is defined as an activity or behavior performed by an individual to preserve his or her quality of life. Specific behavioral elements characterize work.

First, work is a human behavior that can be understood and carried out by the individual. Second, work can be broken down into specific procedures and techniques. Third, work is seldom accom-

plished in isolation and is therefore dependent upon interpersonal behaviors. Fourth, work has no rigid parameters regarding length of time required to complete a task or time of day to accomplish a task. Fifth, work is influenced by external forces and conditions.

To develop a functional style of work model, five behavioral elements have to be studied together. Though individually measurable, they directly influence one another. Each behavior must be measured independently, but cannot be properly interpreted into a work-style profile unless all behaviors are taken into consideration. The following factors make up the model:

Behavioral factors pertain to those traits making up the individual’s “work personality.” They are behaviors exhibited on the job. Work methodology attempts to describe how a person best carries out a task or job via psychomotor and physiological behavior. Interpersonal relations describes how one works with others, and whether or not others are needed to carry out and complete a job or task. Temporal considerations pertain to the time of day when a person best carries out job assignments and responsibilities. Work environment describes the physical surroundings that influence task and job completion

The style of work model, when developed for personal analysis, has three immediate applications: (1) the ability to view each worker in terms of his or her unique work style, (2) preparation of a more precise description of job requirements, and (3) preparation of more effective training programs.

When faced with providing high-quality personnel for specific job responsibilities, an examination and analysis of individual work styles provides needed information for the selection and placement process. Employers should have an established and valid procedure to identify, monitor, and interpret the dominant or modal styles of work of their employees. This would enable human resource department specialists to assign and adapt employees to the work environment in a more effective manner.

The use and acceptance of a style of work model can help provide quantitative measures for identifying those factors affecting the work process, making it possible for management to understand and become aware of factors contributing to and retarding employee productivity. Because a style of work is a behavior and is subject to change, various staff development strategies could be used to mold collective styles to the needs and requirements of the job.

## Upcoming Professional Development Workshops

Date	Event	Location
November 6, 2000	Technical Assistance Meeting for New CTE Program Applicants	Kellogg Center, MSU East Lansing
November 7, 2000	Office of Career & Technical Preparation	Holiday Inn West Lansing
February 4–6, 2001	Governor’s Conference on Career Development	Amway Grand Plaza Grand Rapids

For registration information, contact Maryal Debnar at 1-800-292-1606, ext. 4.

# Hats Off to Exceptional People

## Juanita Pierman, Workforce Development

**A** Michigan woman is leading the National Association of State Workforce Board Chairs (NASWBC).

Juanita Pierman, who has been chair of the Governor's Workforce Commission here in Michigan since 1993, is beginning her second year as chair of an organization of her counterparts from across the country. Pierman explains that NASWBC's mission is to improve the effectiveness of state workforce boards through the sharing of information.

"Why should each of the 50 states start from the beginning?" she asks rhetorically. "It is so important for us to network and explore strategies together. My goal is to bring all of the states together so that the workforce development system becomes more of a national system rather

than a patchwork of state programs that are different from one another."

Pierman, who is vice president of government affairs for Kelly Services, Inc., in Troy, is the longest-serving, private-sector state workforce chair in the nation.

"My goal in the beginning was to consolidate all of the 163 federal job training programs in Michigan into a user-friendly system where job seekers and employers looking for good, well-trained employees can get easy assistance," she said.



"There are now more than 100 Michigan Works! one-stop centers in the state. Michigan is the leader among all 50 states in certified one-stop centers! And our Web site is a terrific cyber success! Once again, we lead the nation."

Pierman said her current goal is to impress upon greater numbers of employers that they can find qualified, skilled workers by contacting the one-stops across the state or calling 1-800-285-WORKS.

**The Web site address for Michigan Works! is: [www.michworks.org](http://www.michworks.org)**

## Michael Zelley, Disability Advocacy



Michael Zelley, director of The Disability Network in Flint, is president of the Michigan Works!

Association, which oversees the state's workforce development programs and provides support to workforce development boards in their local areas.

He is also Workforce Development Board chair of Career Alliance, Inc., the Michigan Works! agency for Genesee and Shiawassee counties.

A known advocate for the employment of people with

disabilities, Zelley has been a paraplegic and wheelchair user for 21 years as a result of an automobile accident in 1979.

He is a frequent guest speaker on the topics of disability and business. He spoke at the 1999 National Workforce Board Conference, at the 1999 Michigan Works! Annual Conference, and before the 1999 Michigan State Senate Appropriations Committee.

The Disability Network, which he founded, is a consumer-driven, nonprofit, and federally designated center for independent living (CIL), providing information and referral, peer support, training, and advocacy services for people with disabilities in Genesee and Shiawassee counties.

CILs promote equal access and self-determination for people with disabilities. This includes using public buildings and public transportation, caring for one's personal needs, enrolling in educational courses, getting and keeping a job, and having an active social life.

Zelley's community involvement includes board memberships in the Statewide Independent Living Council, the Visually Impaired Center of Flint, the Genesee County Head Start Advisory Council, the Genesee County Mass Transportation Authority Advisory Board, and the Hurley Medical Center Community Projects Committee.

## Eleanor Josaitis, Human Rights

**E**leanor Josaitis, executive director of Focus: HOPE in Detroit, has been named by Governor John Engler to the King Center National Holiday Advisory Committee.

Located in Atlanta, the King Center oversees federal Martin Luther King, Jr., holiday programs and activities.

Josaitis co-founded Focus: HOPE with Father William T. Cunningham in 1968. It is a civil and human rights organization whose purpose is to resolve the effects of discrimination and injustice and to build integration. She has played a major role in developing Focus: HOPE's nationally recognized training programs, which promote

movement from poverty to the financial mainstream.

She has also provided leadership and advocacy for the organization's Food Prescription Program, a Commodity Supplemental Food Program (CSFP) that distributes USDA commodities to infants, preschool children, and pregnant and postpartum mothers. Since its inception, CSFP has expanded to 19 states. Josaitis was a key voice in expanding CSFP in 1981 to provide benefits to low-income elderly persons.

She has served as national chairperson of the Commodity Supplemental Food Program Steering Committee and has served on the National Advisory Council on School Lunch; the National Advisory

Council on Maternal, Infant, and Fetal Nutrition; the National Advisory Council on Commodity Distribution; the Detroit Mayor's Task Force on Hunger and Malnutrition; and the Governor's Commission for Economic and Social Opportunity. She also hosted the White House Conference on Aging.

An inductee to the Michigan Women's Hall of Fame, she has honorary degrees from nine institutions of higher education and numerous awards.



### MDCD Calendar of Events

October 18-20

#### **Michigan Association of Community and Adult Education Conference**

Location: Crystal Mountain, Thompsonville  
Registration Fee: Member—\$195.00 or  
Non-member—\$245.00  
Call Claude Welch at (517)-321-2395

October 28

#### **Make a Difference Day**

It's a day when friends, relatives, neighbors, and co-workers join together with nonprofit organizations, schools, religious institutions, local businesses, and service clubs to take part in volunteer projects.  
Call (517) 373-4200 for more information or e-mail [Vasilionk@state.mi.us](mailto:Vasilionk@state.mi.us)

November 8

#### **Governor's Workforce Commission Meeting**

Time: 1:30pm  
Location: Best Western Hotel, Lansing  
Call (517) 335-7421 for more information

Mark your Calendar...  
February 4-6

#### **Governor's Conference on Career Development**

Location: Amway Grand Plaza, Grand Rapids  
Call (517) 432-3289 for more information or visit [www.mccte.educ.msu.edu](http://www.mccte.educ.msu.edu)

### Engineering Awards

Two pre-college engineering programs have received FY 2001 funding from the Michigan Department of Career Development. The grants will enable the programs to continue help meeting Michigan's need for engineers and scientists and increase the number of underrepresented populations in these careers.

The Detroit Area Pre-College Engineering Program (DAPCEP) has been awarded \$620,000, and the Grand Rapids Area Pre-College Engineering Program (GRACEP), \$424,700.

The Pre-College Engineering Programs have formed partnerships with local school districts, colleges, universities, and businesses to offer programs in engineering, mathematics, and science to students of the Detroit and Grand Rapids Public Schools.





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#### CareerWise Newsletter

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The Michigan Department of Career Development is an equal opportunity employer/program. Auxiliary aids and services are available upon request to individuals with disabilities.



State of Michigan  
Michigan Department of Career Development  
Quantity: 10,000; Cost \$5,367; Unit Cost: \$.53

## Program Assists Farmers with Disabilities

**T**he Michigan Department of Career Development touches the lives of Michigan residents in many ways. One of these is through Farm Rehab, a program operated by the department's Michigan Rehabilitation Services (MRS) division.

The program is significant because farming is one of the most dangerous occupations in the country. When farm families and workers become ill or injured, valuable man-hours—crucial to the operation of the farm—are lost.

Farm Rehab helps farmers who have become ill or injured return to or continue farming. This is accomplished through the modification of farm tools and equipment,

such as the automatic hitch, wide-angle mirror, and step kit for a tractor that were recently developed for a Sanilac County farmer with multiple sclerosis.

Other services are available as well, including assistance with wheelchairs, medical treatment, therapy, and counseling.

The program is open to any person with a disability involved in the agricultural industry. This includes family members who work on the farm, farm employees, timbermen, and fishermen.



The MRS Farm Rehab program works in partnership with Easter Seals Michigan and employees of Michigan Farm Bureau. For more information or to make a referral, call toll-free 1-877-901-9185.